SUBJECT INDEX

Ability grouping 219, 285
Absenteeism 323, 366, 370
Academic Vacation School 250, 251
Access and achievement 729
Accountability 475–566
  future research 563
  Hong Kong, school management initiative 519–529
  Malaysia 531–544
  Ontario's *New Foundations in Education Reforms* 505–518
  policy research and epistemological implications, Tasmania 545–559
  resource allocation and the production of educational outcomes, U.S. 493–503
  state educational performance reporting policies in U.S. 479–492
Achievement
  CBEE, international assessment 697, 713
  college entry 670
  economic theory 661
  France, Netherlands, Britain, U.S. comparisons 725
  payoff 673
ACT test 682
Active learning (AL) 267, 278
Adaptive learning 130
Additive acculturation 4
Administration within schools, theory 445–463
Adult learning, Japan 222
Advanced Placement (AP) examinations 680, 744
Affective reactions, foreign language learning 573
Africa
  cooperative learning 239–252, 294
  educational research data for policy development, Zimbabwe 301–403
Agrarian values 58
Alberta, accountability 508
Allocation models 446
Alternative education, Latin America 255, 257
Anxiety 649
  foreign language learning 575, 585, 588
Apartheid 245
Arts-based educational research, purposes 169–178
Assimilative motivation, language learning 574
Attitudes, foreign language learning 574, 589
Audit system, accountability 540
Australia
  accountability 548
  attitudes of school principals to educational research 113
Authentic assessment 487

Bac exams 736
Backsliding 621, 630
Behaviourist education 259
Belgian Postal Service, organizational learning 132
Belgium
  Japanese immigrants 6, 45–55
  Moroccan immigrants 6, 16, 33–42
  multicultural society, schools 11–20
  Spanish immigrants 13
  Turkish immigrants 5, 15, 16, 23–31
Bicultural education 17
Black students, South Africa 247
Bodily-kinesthetic intelligence 610, 615
Books, access to, Zimbabwe 326, 329, 363, 368, 400
Books at home 324, 328, 363, 368, 715, 716
Brussels Foyer system 17
Buzz Instruction 213, 214, 221, 223

Canada
  accountability 505–517
  mathematics and science achievement, comparing provinces 711
Centrala prov 700
Centralized standard setting 679
Choice, competition among schools 739
Classroom, foreign language instruction 577
Classroom furniture, Zimbabwe 335, 363, 369, 400
Classroom interactions 442
Classroom library 326, 329
Classroom ready curriculum 512
Classroom supplies, Zimbabwe 331, 336, 369
Class size, Zimbabwe 332
Client's Charter in education, Malaysia 538
Collectivism 39
  Japan 218
Collectivistic Education, Japan 213, 214
College admissions selectivity 670
Colonial African education 241
Colorado, accountability system 485
Common Curriculum 509, 510, 513
Common ground 555
Communicating research 144
Communication, foreign language learning 571, 574, 586
Community education, Latin America 257
Competition
  Japan 219
  Latin America 261
  secondary schools 739
Comprehensive schools, Germany 203, 204
Computer-aided instruction, LCTL programs 644
Concentration schools, immigrant children 16, 17
  Moroccan in Belgium 35

SUBJECT INDEX

Ability grouping 219, 285
Absenteeism 323, 366, 370
Academic Vacation School 250, 251
Access and achievement 729
Accountability 475–566
  future research 563
  Hong Kong, school management initiative 519–529
  Malaysia 531–544
  Ontario's *New Foundations in Education Reforms* 505–518
  policy research and epistemological implications, Tasmania 545–559
  resource allocation and the production of educational outcomes, U.S. 493–503
  state educational performance reporting policies in U.S. 479–492
Achievement
  CBEE, international assessment 697, 713
  college entry 670
  economic theory 661
  France, Netherlands, Britain, U.S. comparisons 725
  payoff 673
ACT test 682
Active learning (AL) 267, 278
Adaptive learning 130
Additive acculturation 4
Administration within schools, theory 445–463
Adult learning, Japan 222
Advanced Placement (AP) examinations 680, 744
Affective reactions, foreign language learning 573
Africa
  cooperative learning 239–252, 294
  educational research data for policy development, Zimbabwe 301–403
Agrarian values 58
Alberta, accountability 508
Allocation models 446
Alternative education, Latin America 255, 257
Anxiety 649
  foreign language learning 575, 585, 588
Apartheid 245
Arts-based educational research, purposes 169–178
Assimilative motivation, language learning 574
Attitudes, foreign language learning 574, 589
Audit system, accountability 540
Australia
  accountability 548
  attitudes of school principals to educational research 113
Authentic assessment 487

Bac exams 736
Backsliding 621, 630
Behaviourist education 259
Belgian Postal Service, organizational learning 132
Belgium
  Japanese immigrants 6, 45–55
  Moroccan immigrants 6, 16, 33–42
  multicultural society, schools 11–20
  Spanish immigrants 13
  Turkish immigrants 5, 15, 16, 23–31
Bicultural education 17
Black students, South Africa 247
Bodily-kinesthetic intelligence 610, 615
Books, access to, Zimbabwe 326, 329, 363, 368, 400
Books at home 324, 328, 363, 368, 715, 716
Brussels Foyer system 17
Buzz Instruction 213, 214, 221, 223

Canada
  accountability 505–517
  mathematics and science achievement, comparing provinces 711
Centrala prov 700
Centralized standard setting 679
Choice, competition among schools 739
Classroom, foreign language instruction 577
Classroom furniture, Zimbabwe 335, 363, 369, 400
Classroom interactions 442
Classroom library 326, 329
Classroom ready curriculum 512
Classroom supplies, Zimbabwe 331, 336, 369
Class size, Zimbabwe 332
Client's Charter in education, Malaysia 538
Collectivism 39
  Japan 218
Collectivistic Education, Japan 213, 214
College admissions selectivity 670
Colonial African education 241
Colorado, accountability system 485
Common Curriculum 509, 510, 513
Common ground 555
Communicating research 144
Communication, foreign language learning 571, 574, 586
Community education, Latin America 257
Competition
  Japan 219
  Latin America 261
  secondary schools 739
Comprehensive schools, Germany 203, 204
Computer-aided instruction, LCTL programs 644
Concentration schools, immigrant children 16, 17
  Moroccan in Belgium 35

Turkish in Belgium 27
Conscientization 258
Consumption/income, well-being 414
Context evaluation 636
Continuous assessment, Sweden 700
Cooperation in non-academic activities, Japan 215
Cooperative Circle (CC) 277
Cooperative group work (CGW) intervention 233
Cooperative learning (CL) in cultural context
Africa 239
Germany 201
integrative review 293
international perspectives 197
Israel 267, 283
Japan 213
Latin America 255
U.K. 227
Counselling and career development unit (CCDV) 229
Cram school 47
Cross-age peer tutoring 249
Cross-cultural learning 599
Cultural adaption 26
Cultural innovation 5
Cultural process curriculum 609
Culture 3, 9, 12, 23
cooperative learning
Africa 239
Germany 201
integrative review 296
Israel 267, 283
Japan 213
Latin America 255
language learning histories 582, 585
less commonly taught language programs 634
Moroccan immigrants in Belgium 38
multiple intelligences and multiculturism 607–616, 650
teaching and testing in foreign language classroom 595–604, 650
Culture assimilator 599
Culture capsule 599
Culture cluster 599
Curriculum-based external examinations (CBEE) 657, 679, 745
achievement, IAEP 697
backwash effects 695
Canada 711
contrasts with other examinations 681
economic theory of learning and school priority 666
international comparisons of achievement 736
New York State vs rest of U.S. 705
payoff to college 669
peer pressure 687
school administrator behaviour 691, 720
standard setters 736
student and parent behaviour 683, 729
teacher behaviour 689, 720, 722
teacher salaries and qualifications 695
Curriculum development, centralized 512
Curriculum knowledge uses, hermeneutics 181–188
Curriculum planning 448
Data Processing for Policy Report Preparation 314
Decisionmaking 128, 134, 137
Deliberation 163, 164
Delinquency, cooperative education 215
Demand for education, microeconomic theory 412–427
Demand for teacher's education 434
Design effect 316
Development, dynamic 620
Disaggregated enrollment forecasts 425
Discrimination, cooperation in education 216
Discursive sabotage 647
Distance education, LCTL programs 644
Diversity education, Japan 222
Double-loop learning 130–134
Dropout rates, immigrants in U.S. 83–104
Dynamic Group Educational Method 217

Economic theory of education 409
Economic theory of learning and school priority 661
Educación 57–78
academic learning 69, 72
cooperative learning 255
family unity 66
father's occupation 74
folk model 63
moral learning 64, 68
parent education and family literacy 75
punishment and discipline 70
Education Quality and Accountability Office 511, 515
Educational research data for policy development, Zimbabwe 301–403
Educational story 172, 174, 175
Educational vision 534
Effective sample size 316
Elite schools, Turkish immigrants in Belgium 28
Emotion
language learning histories 581–592
student affective reactions 573–578, 649
Engagement, international comparisons 735
England
achievement, international comparisons 725
examinations 737
English as a Second Language (ESL), International School of Brussels 51
Enrollment indicator 500
Epistemology 552, 555
Equalitarianism, Japan 219
Equity
performance reporting and accountability 484
primary schools in Zimbabwe 343
Escuque Cultural Center 262
Ethnic identity 4, 9
Japanese 53
Turkish immigrant women in Belgium 23–31
Ethnic self-categorization 29
Ethnically mixed classrooms, Israel, cooperative learning 271, 274, 283–291
Ethnography 158, 175
Ethnonational identity 5, 15
Japanese 45
Evaluability assessment 129

Evaluation designs 129
Evaluation synthesis 129
Evaluator vulnerability 639, 647
EXAM, CBEE, maths and science achievement 713, 720
External assessments 657, 679, 745
  achievement, IAEP 697
  backwash effects 695
  Canada 711
  contrasts with other examinations 681
  international comparisons of achievement 736
  New York State vs rest of U.S. 705
  payoff to college 669
  peer pressures 687
  school administrator behaviour 691, 720
  standard setters 736
  student and parent behaviours 683, 720
  teacher behaviour 689, 720, 722
  teacher salaries and qualifications 695

Family values, Latino, American schooling 57–78
Fathers, home learning environment and achievement 73
Firms, economic theory 446
Fiscal accountability 540
FLAP evaluation plan 636, 640, 651
Ford Project 273, 274
Foreign language learning 571, 649
  language learning histories 581–592
  multiple intelligences and multiculturism 607–616
  semiotic evaluation 633–648
  student affective reactions 573–578
  teaching and testing culture 595–604
  zone of proximal development 619–631
Formative evaluation 129, 131, 132
France
  achievement, international comparisons 725
  examinations 736
  redoublement 742
  specialization 743
Front-end analysis 129
Functional systems, dynamic development 620
Futurism 639

Gender, social roles in Moroccan society 40
General Certificate of Secondary Education (GCSE) 737
Generative learning 130
Genetic development 620
Geography, CBEE and achievement, IAEP 697, 699
Germany
  cooperative learning 203–210, 293
  school system 201
Gesamtschule 203, 204, 206
Girls, Turkish immigrants in Belgium 23–31
Global education 233
Goal programming 452
Goal setting, specialization 743
Group investigation (GI) 272, 274, 276, 284, 287, 295
Group learning 227
  foreign languages 577
  Germany 205, 206
  growth of the person 229
  Israel 268, 271, 275
  Japan 213, 217
  learning through talk 230
  social and political change 332
Gruppenterricht 203, 205

Harambee 243, 244
Hauptschule 201, 202
Havruta 268, 277
Head Start 146, 148
Hermeneutics 183–188
Heterogenous classroom, Israel, cooperative learning 271, 274, 283–291
Hierarchical structures within educational institutions, theory 456
Hispanic immigrants in U.S., dropout rates 83–104
Holism 638, 646
Home learning environment, Latino immigrants in U.S. 73
Homework 323, 718, 735
Hong Kong, accountability, school management initiative 519–528
Human capital, theories 412–427, 458

I*EARN, LCTL programs 644, 646
Immigrant children
  dropouts 83–104
  Japanese in Belgium 45–55
  Latino family values in American schools 57–80
  Moroccan, school success 33–42
  multicultural society, Belgium study 11–20
  subtractive and additive acculturation 3
  Turkish in Belgium 23–31
Immigrant schools 16, 17, 27
Impact evaluation 129
Implementation evaluation 127–134
Implied reader 175
Incentive to study 741
Income, microeconomic theory 415
  demand for education 421
Index of Regular Meals 323, 363, 368
Indicators
  accountability 493, 494, 498
  New York State 500
Individual demand for education 419
Institutional accountability 540
Instrumental motivation, language learning 574
Integrative motivation, language learning 574
Intelligence, multiple 610
Intelligent behaviours 612
Interaction among teachers, theory 440
Inter and intrapersonal intelligences 611, 614
International Assessment of Educational Progress (IAEP), CBEE 697, 713
International Association for the Study of Cooperative Education (IASCE) 198
International Baccalaureate Program 51

International indicators 506
International Institute for Educational Planning (IIEP) 303, 309, 387, 389, 393, 397, 403
International migration 49
International School of Brussels 50
INTERNET, LCTL programs 644–647
Introspection, language learning 582
Investigative Jigsaw 277
Investment in education 426
Iowa Test of Educational Development (ITED), test score trends 672
Islamic education, Malaysia 532
Israel, cooperative learning 267–278, 283–291, 295, 297
Israeli educational television (IETV), small group teaching program 272

Japan
  cooperative learning 213–223, 294
    cultural change 216
    cultural receptivity 218
    education system 220
    opposition to 219
  educational system 46
  immigrants in Belgium 6, 45–55
  overseas education 48
Japanese International Baccalaureate Program 51
Japanese language programs in U.S. 634, 643
Jigsaw 247, 273, 276, 277
Job applications 684
Judaism, small group teaching 268
Juku 47, 220

K-12 education, New York State 705
Kenya 243, 244
Kibbutz 269
Kikokushijo 45, 49–55
Kinscripts 94
Knowledge use, storylines 151–165
KNOWPRB1 117–122
KNOWSTAN 116–122
KNOWUSE1 117–122
KNOWVALU 116–122

Labor market rewards for learning 683
Language, immigrant children 12
Language learning 571, 649
  histories 581–592, 649
  multiple intelligences and multiculturism 607–616
  semiotic evaluation 633–648
  student affective reactions 573–578
  teaching and testing culture 595–604
  zone of proximal development 619–631
Language proficiency 571
Latin America, cooperative learning 255–265, 295
Latino family values and American schooling 57–78
Latino immigrants in U.S., dropout rates 83–104
Leadership 545, 557
Learning effort 663
  achievement, international comparisons 735
  payoffs 673
Learning L2 619
  regression 621
Learning, second language 571, 649
  language learning histories 581–592
  multiple intelligences and multiculturism 607–616
  semiotic evaluation 633–648
  student affective reactions 573–578
  teaching and testing culture 595–604
  zone of proximal development 619–631
Learning strategies, foreign language 585, 587, 589, 592
Learning rewards 669, 673, 683, 741, 745
Learning styles, multiple intelligences 611
Less commonly taught language (LCTL) programs, semiotic evaluation 633–648
Linguistic intelligence 610, 615
Literacy test, Zimbabwe 353
Logical-mathematical intelligence 610, 615
Longitudinal model, theory of human capital 412

Malaysia, accountability systems 531–543
  behavioural and systems improvements 535
  bureaucratic and management 533
  fiscal 540
  institutional 540
  professional 541
  work targets and client's charter in education 537
Managers
  education research 127
  microeconomic theory 446
Master Teachers 541
Mastery learning, redoublement 741
Mathematics achievement
  CBEE, IAEP 697, 698, 713
  international comparisons 726
  labor market rewards for learning 683
  payoffs 669
  Sweden 701, 703
  teaching strategies 719
META 53
Metacognition, language learning histories 581–592
Mexican immigrants in U.S. 7, 58–78
  dropout rates 83–104
Michigan, accountability system 485
Microeconomic theory 408
  administration within schools 445
  basic concepts 410
  demand for education 412
  present status and future research 464
  relationship with meso and macroeconomic theories 409
  student behaviour within an educational institution 427
  supply of teachers 434
  teachers behaviour 436
  teacher–student interaction 441
Microgenesis 620
  regression 622
Minimize studying 687, 688

Minimum competency tests 682
New York State 705
Monitory Framework for Accountability . 508, 509
Moroccan immigrants in Belgium 6, 16, 33–42
Motivation
foreign language learning 574, 586
Israeli classroom 275
Multicultural education 604, 613
Multicultural society and the school
Belgium case study 11–20
immigrant dropouts 83–104
Japanese in Belgium 45–55
Latino family values and American schooling 57–80
Moroccan immigrants and school success 33–42
subtraction and additive acculturation 3
Turkish immigrant women in Belgium 23–31
Multiple intelligences 607–616, 650
assessment 616
culture shock 612
multicultural education 613
strategies for teaching 613
theory 610
Musical intelligence 610

Narrative, education research 172, 176
National achievement exams 679
National Curriculum, U.K. 236
National testing 507
Natural Approach classes 575
Negotiation 639, 646
Netherlands
achievement, international comparisons 725
examinations 737
redoublement 742
New Foundations in Education, accountability 510–517
New York State
curriculum-based Regents Examination 705
indicator system, educational productivity 500
Nolan Report 566
Nutrition and achievement 323, 363, 368

Objective culture, Turkish immigrants 26
OECD, international indicators 506
Ontario, accountability through *New Foundations in Education* reforms 509–517
Organizational learning 127, 130–134, 490
Outcome-based education 486, 509, 513

Parents
cooperative learning and delinquency 215
exam systems and behaviour 683, 720
immigrant children in Belgium 13, 36
immigrant Latino in America 59–78
dropout rates 86, 89–92
information about course options 686
information and accountability 547
Japan 47
Parent Councils 515
Payoff to academic achievement 669–677
Peace Education Project 233
Peer pressure 687, 738
Peer teaching 248, 249
Performance reporting, U.S., accountability 479–492, 561
political impediments 483
populist impediments 486
professional impediments 487
Personal and social education, cooperative group work 229
Policy decisionmaking 127, 128, 137, 146, 147
Policy implementation 128
Policy-oriented research 140, 147, 148
Policy and Procedures Manual (PPM) 524
Policy tools implementation 133, 135
Popular culture, Latin America 257
Portfolios, culture learning 600, 602
Positivism 564
Postgraduate training, school principals 124
Postmodernism and social science 170
Primary education, Zimbabwe 309, 313
agenda for action 373, 388
baseline data for selected inputs 321, 385
conditions of schooling 331
equity 343
reading achievement 353, 361
Principal Work Target (PWT) 538
Principle of continuous access 631
Process-centered education 261
Process evaluation 636
Product evaluation 637
Production function of education 427, 436, 443, 452
Productivity, predictors and academic achievement 683
Program monitoring 129
Programme Plan (PP) 524
Provincial Report Card 510

Qualitative evaluation 129
Quality Control Circles (QCC) 535
Quality of research, usefulness 143
Quebec, accountability 508

Racial prejudice, South Africa 250
Rational behaviour, microeconomic theory 410, 446, 454
Reading
educational story 175
international comparisons 726
Zimbabwe 353, 361, 385
Real reader 175
Redoublement 741
Regents courses and examinations 705
Regression 621, 651
L_2 microgenesis 622–630
Regulatory scale of implicit to explicit help 622
Religion and ethnicity, Turkish immigrants in Belgium 24
Religious schools, achievement 716
Reporting test results 484, 510
Research, arts-based 169–178

Research communication 144
Research impact 114, 115
Research-policy 137
Research utilization, storylines 151–165
Resource allocation 495, 496
  theory 446
Resources, Canada 718
Rewards for learning 669, 673, 683, 741, 745
Roles, microeconomic theory 410
Rote memorization 242

SACMEQ 403
Scholastic Aptitude Tests (SAT) 682, 693
  New York State vs rest of U.S. 708
School Achievement Indicator Programs (SIAP) 507, 510, 711, 712
School administrators, CBEE 691
School Management Initiative (SMI), Hong Kong, accountability 519–528
School principals, attitudes towards educational research 113
School priority 662
School quality 661
School resources, achievement, Canada 718
Schooling, Spanish immigrants in Belgium 14
Schools
  theory of administration within 445–463
  Zimbabwe 331
    agenda for action 373, 388
    buildings 326, 328, 363
    classroom furniture 335, 340, 362
    classroom supplies 336, 340
    equity 343
    health conditions 333
    organization 332
    reading achievement 353, 361, 385
    teacher housing 334, 340
    teacher quality 338, 341, 362, 371, 395
Science achievement
  CBEE, IAEP 697, 699, 713
  international comparisons 727
  Sweden 702
Seat-time 498
Second language classroom 571, 649
  language learning histories 581–592
  multiple intelligences and multiculturism 607–616
  semiotic evaluation 633–648
  student affective reactions 573–578
  teaching and testing culture 595–604
  zone of proximal development 619–631
Seducer 186
Self-directed language learning 577
Self-esteem
  foreign language learning 586
  group work 229
Self-help, Africa 243
Semiotic evaluation, LCTL programs 635–648, 651
SIDA 395
Single-loop learning 130, 132
Single parents 75
Situated cognition, language learning 582, 592
Small Group Instruction, Japan 213, 214
Small group project, Israel 272
Small group teaching (SGT) 267
  Israel 271, 275, 276, 295
  Judaism 268
Social change, cooperative learning 232
  Latin America 259
Social demand functions of education 424
Social learning, German schools 203
Social roles, Moroccan men and women 40
Social science research 109
  attitudes of school principals 113–124
  history 139
  knowledge utilization, public policy 137–149
  narratives of knowledge use 151–165
  postmodernism 170
Social skills training 229
Socialization, language learning 583
Socio-economic status
  Israel, cooperative learning 271, 273, 283
  Zimbabwe 324, 328, 363, 368
South Africa, cooperative learning 244
Spanish immigrants, Belgium 13
Spatial intelligence 610, 615
Specialization, goal setting 743
Standardized achievement tests 681
Standards, centralized 679
State-level governance, U.S. 479
Stories, educational 172, 174, 175
Stortlines, research utilization 151
Student behaviour within an educational institution, theory 427
Student effort 432, 663
  payoff 673
Student's evaluation of teachers 433
Student–teacher interaction, theory 441
Student Team Achievement Division (STAD) 273, 274, 289
Subtractive acculturation 3
Supply function of student effort 432
Supply of teachers 434
Sweden, examinations 699
Systematic Instruction, Japan 218
Systemic reforms 482, 487, 506, 509, 511, 515

Talk and learning 228, 230
Tasmania, accountability policy research 545–558
Teacher-centered instruction, Israel 271
Teachers
  accountability, Malaysia 535, 541
  appraisal, Hong Kong 526
  behaviour towards students, theory 436
  CBEE and behaviour 689, 720, 722
  education 511
    theory of demand 434
  examination system effects on salaries and qualifications 695
  immigrant children 17
  incentives, exam results 738
  Japan 220
  LCTL programs 645

quality, international comparisons 731
salaries, international comparisons 732
school management initiative, Hong Kong 522–527
student interaction, theory 441
student's evaluation 433
theory of interaction 440
theory of supply 434
Zimbabwe 325, 328, 387
housing 334, 340
quality 338, 341, 362, 371, 395
Teaching
culture 596
foreign language 576
multiple intelligences 613
strategies, achievement 719
Team-Kleingruppen-Modell (TKM) 206, 293
Team learning, German schools 205, 206
Team orientation 209
Television watching, maths and science achievement 715, 716
Testing
culture 600
Ontario 510
Test results, reporting 484, 510
Test scores
trends 1918–1980 671
trends since 1980 673
Time, instruction, homework and achievement 734
Time-out rooms 497
Touchstone 555, 557, 558
Transversal model, theory of human capital 412, 414
Turkish immigrants in Belgium 5, 15, 16, 23–31

Ujamaa 243
Uncertainty/certainty-orientation (U/C-O) 208
United Kingdom
achievement, international comparisons 725
cooperative group work 227–237, 294
growth of the person 227, 229
learning through talk 228, 230
social and political change 228, 232
examinations 737
United States
accountability and performance reporting 479–492
accountability, resourse allocation and production of educational outcomes 493–502
achievement, international comparisons 725
attitudes of school principals towards educational research 113
exit examinations 705
immigrant dropouts 83–104
Latino family values and schooling 57–78
Mexican immigrants 7
narratives of knowledge use 151–165
social science and public policy 137
spending and academic outcomes 706
United States Office of Personnel Management, organizational learning 132
University selection, Sweden 700
Usefulness, characteristics of research 143
Uses of educational research 109
arts-based 169
attitudes, American and Australian school principals 113
curriculum knowledge, hermeneutics 181
empirical research as solution and problem 151
organizational learning 127
social science and public policy 137

Vacation school, South Africa 250, 251
Value negation 172
Values, accountability 564
Venezuela, cooperative education 255, 260, 262
Verisimilitude 173
Virtual world 173
Vision 2020 534

Wages
payoff to academic achievement 669
teachers
effect of examination systems 695
international comparisons 732
Well-being, microeconomic theory 410
Work targets, Malaysia 538
World studies 233

Zimbabwe, educational research data for policy development 301–403
agenda for action 373, 388
comments on analysis 385–393, 397
conditions of schooling 331
data used 313, 385
equity 343
origins and content of report 309
primary schools 321, 343
reading achievement 353, 361
Zimbabwean Indicators of the Quality of Education Project (ZIQEP) 385, 388
ZINTEC 395
Zone of proximal development 228
second language learning 619–631